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ABSTRACT

Peer coaching is a method for improving instructor effectiveness in which educators work together to implement experiential strategies or achieve individual educational goals through a systematic process of classroom observation and feedback. Peer coaching has two main goals: the improvement of experiential education and the development of an atmosphere of collegiality and experimentation. An effective coaching team consists of two to four educators, not necessarily from the same discipline, who are familiar with group strategies, have access to one another's classrooms for observation, are open to experimentation, and trust and accept one another as peers. The peer coaching process consists of the following three steps: (1) a pre-observation conference, in which the coaching team meets to plan for a classroom observation; (2) classroom observation, in which the coaches observe the instructor's classes, taking notes or creating a videotape; and (3) a post-observation conference, in which the coaching partners meet to discuss the data gathered during the observations, as well as the instructor's perceptions of the group session. Four types of feedback are used in post-observation conferences: praise comments, clarifying comments, eliciting questions, and leading questions. Contains 13 references. Appendixes provide a group work assessment form, a 16-item reading list, and conference worksheets. (HAA)

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PEER COACHING IN CLASSES CONDUCTED VIA AN EXPERIENTIAL, GROUP-ACTIVITY FORMAT

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Peer coaching is a method for improving educational effectiveness in which educators work together to implement experiential strategies or achieve individual educational goals through a systematic process of classroom observation and feedback (Zumwaldt, 1986).

Educators have long been overlooked as a valuable resource to assist in one another's professional growth. Classroom observations and the providing of feedback to educators have traditionally been the domain of administrators and supervisors. In recent years, however, peer coaching has proven itself to be an effective and satisfying means of improving educational effectiveness and of providing for the professional growth of educators (Strother, 1989).

In many situations, educators prefer to turn to colleagues rather than to supervisors for advice. Peers have the experience and the credibility to provide useful feedback and insights on the learning/change process. The peer relationship provides an openness to experimentation and a willingness to refine new skills that are not always found when an educator works with a supervisor. Educators have the credibility, empathy, knowledge, and skills to guide and assist one another in their professional growth (Showers, 1985b).

GOALS OF PEER COACHING

Peer coaching has two goals: the improvement of experiential education, and the development of an atmosphere of collegiality and experimentation.

Improvement of Experiential Education

Peer coaching can be used to bring about the improvement of experiential education in two ways. First, educators coach one another in

the implementation of newly acquired experiential strategies. Educators who coach one another tend to practice group strategies more frequently and to use them more effectively than educators who do not coach one another. They develop a better understanding of experiential strategies, have greater long-term retention of the strategies, and are more likely to use group strategies in class than their peers who do not coach. Second, coaching can bring about the improvement of experiential education by focusing on an individual educator's goals and individual growth plan instead of on a specific "lesson plan." Coaches gather classroom data about the educator's goals or growth plan, help the educator analyze the data, and make applications to his/her professional growth plan. The coaching process helps enhance educators' perceptions, thinking, and decision-making (Neubert & Stover, 1994).

Collegiality and Experimentation

The second goal of peer coaching is to develop an atmosphere of collegiality and experimentation in schools. Educating students is a lonely profession. Occupied with a full load of classes and numerous bureaucratic tasks, isolated by classroom walls and schedules different from those of their peers, educators have few opportunities to interact with their peers during a normal school day (Robbins, 1991).

Peer coaching breaks down the isolation many educators feel and provides them with an atmosphere of support and collaboration. Peer coaching provides the companionship and support that educators need, but which most college settings do not supply. Educators who coach one another build a shared language and a set of understandings necessary for the collegial study of new skills. They develop a feeling of ownership

and competence, and establish a commitment to professional growth for themselves and others (Joyce & Showers, 1982).

CREATING COACHING TEAMS

An effective coaching team consists of two to four educators. Team members do not have to be from the same discipline or level. In fact, valuable insights into the experiential and group processes can be shared by educators of differing backgrounds. Educators can organize themselves into coaching groups or the groups can be organized by a facilitator (Neubert & McAllister, 1993).

To work together effectively, team members need:

- To be familiar with the group strategy to be implemented in the classroom or with one another's individual goals and growth plans;
- Access to one another's classrooms for observation;
- To be open to experimentation, and
- To trust and accept one another as peers.

After the coaching teams have been established, they should remain together for the duration of the coaching process. This is vital for the team to develop the shared experiences that enable them to guide one another in their professional growth. Once established, a team should be altered only if team members find themselves uncomfortable with one another and feel that they cannot work productively together.

THE PEER COACHING PROCESS

The peer coaching process consists of the following three steps:

1. the preobservation conference,
2. the classroom observation, and
3. the postobservation conference.

Step 1: The Preobservation Conference

During the preobservation conference, the coaching team meets to plan for a classroom observation. The meeting has several purposes.

- To identify the focus of the observation. The team needs to determine what group strategy or element of an educator's individual growth plan will be observed.
- To select a method of gathering data during the observation. Will a checklist or observation form be used? Will the coach write a modified narrative?
- To gather background information on the class to be observed.
- To choose a time for observation.

Before the coaching team holds a preobservation conference, several points should be kept in mind.

1. Hold the conference at a mutually agreeable time, when the team can talk freely and comfortably.
2. Keep the conference relatively brief. Twenty minutes should be enough time in most cases.
3. Agree on a time for the observation.
4. Talk about the students in the class, their ability levels, the chemistry among the students, problems that have occurred, and other special circumstances.
5. Discuss the session plan, including the topic, goals, group methods selected, anticipated difficulties, what students will be doing, and how learning or change in behavior will be evaluated.
6. The educator being observed should be as specific as possible about the kind of feedback he or she wants. Observations tend to be more

productive if they are focused on specific items rather than on everything that occurs in the classroom. Coaches can observe specific group strategies that are being implemented in the classroom (for example, fishbowl technique) or an item from the educator's individual growth plan (such as instillation of hope in the group). The focus of the observation should always be determined by the educator being observed (Showers, 1985b).

Step 2. The Classroom Observation

The coach(es) should arrive at the start of the class period and stay for the duration of the class session. They should sit in an unobstrusive location from which they can observe both the educator and the students. The presence of coaches in the classroom should create as little disturbance as possible. Coaches should be prepared to take notes during the observation unless they have been asked not to. A videotape recorder is often useful for gathering data during the observation as long as the educator being observed is comfortable with its use.

The coaching partners should work together to develop a method of data gathering that is suitable for the focus of the observation. Two useful methods of gathering data are the modified narrative and the frequency count.

Modified narrative. With this method, a coach writes anecdotal notes describing the temporal sequence of all group behaviors relevant to the focus of observation. If, for instance, the focus of the observation is group cohesiveness, the coach would write down verbatim all the efforts of the educator to help members feel accepted in the group (Neubert, 1988).

The coach would also record the student's responses to the educator's

efforts, noting whether clarification was needed, whether the students felt accepted or understood, and whether they reached out to help one another. The advantages of the modified narrative are that it requires no special forms or equipment, only a pencil and paper, and it enables a coach to re-create the relevant points of the group session for the educator during the postobservation conference.

Frequency count. This method enables the coach to record the frequency, sequence, and/or quantity of specific group behaviors. The form used for a frequency count can be quite simple. A seating chart, for instance, can be used to record a frequency count on "altruistic" behaviors, such as students advising each other in the group. The coach would simply make a mark on the chart each time students advise or suggest something helpful for each other to do (Servatius & Young, 1985).

Coaches should not be discouraged if they find that they are not immediately able to gather data during a classroom observation as easily and as thoroughly as they would like. Data gathering is a skill that requires a great deal of practice. Whatever information can be gathered to give feedback to the educator being observed will be useful during the postobservation conference.

Step 3. The Postobservation Conference

Following the observation, the coaching partners meet to discuss the data gathered by the coach(es) as well as the educator's perceptions of the group session. The purposes of the conference include:

1. Identifying and labeling productive group leadership behaviors demonstrated by the educator.
2. Developing productive alternative group leadership behaviors.

3. Identifying areas in group leadership behavior that need improvement.
4. Assisting the educator in analyzing his or her group techniques.
5. Planning for follow-up coaching for continued growth in group work.

In order for the coaching partners to have a productive postobservation conference, the following points should be observed:

- o It is often helpful if the educator who was observed sets the agenda for the conference. He or she can analyze the data gathered during the observation and ask the coach(es) questions.
- o The conference should be held as soon as possible after the observation. The more immediate the feedback, the more useful it is.
- o The conference should be held in a comfortable setting in which the coaching team can discuss the observation without interruption.
- o Set a collegial tone. The postobservation conference involves colleagues discussing a shared experience; it should not be judgmental or evaluative.
- o Focus feedback on group leadership behavior observed in the classroom, not on the educator as a person.
- o Feedback should concentrate on whatever the observed educator has chosen as the focus of the observation.
- o Limit feedback to what the educator can use, not necessarily all that the coach(es) can give.
- o The coach(es) should share the notes or data gathered during the observation with the observed educator. This enables the coaching team to re-create the group session as accurately as possible.
- o Feedback should be used to explore alternative group leadership behaviors rather than to reach <u>one</u> solution.

During the postobservation conference, the coach(es) and educator share information and insights from the observation and both benefit from this exchange of professional ideas. The rewards of coaching--more effective experiential education and strengthened collegiality--are best realized at this point in the coaching process. At the conclusion of the conference, team members should decide what to do with the conference notes and observation data (Showers, 1985a).

POSTOBSERVATION CONFERENCING TECHNIQUES

The debriefing in the postobservation conference is the most crucial component of the coaching process. It is here that the group session is reviewed, analyzed, and reflected upon by the pair of peers. A non-directive conferencing style includes four types of feedback (McFaul & Cooper, 1984):

1) Praise Comments
2) Clarifying Comments
3) Eliciting Questions
4) Leading Questions

Praise Comments are affirmations, statements of approval, concerning what the educator did well in conjunction with the skill in focus, and why this group leadership behavior was effective. In the following example, notice that the coach tells what was effective and also why she thought it was effective:

> The positive reinforcement you used for those who revealed something embarrassing was good. It encouraged other group members to do the same.

Praise Comments serve two important functions: First, they explain why

some specific behavior is being praised. They link the educator's specific behavior to a generalized reason for the effectiveness of that behavior.

In the example above, the coach is generalizing that when the educator gives her students positive reinforcement, it encourages other students to take risks and be more sharing. The educator being coached now has heard a principle which might transfer to her future group sessions (Lyons, 1981).

Praise Comments also boost the fragile ego of the educator in the position of the novice. The following statements are typical of educators' reactions to the praise component of coaching:

> I received so much assistance from my coach in understanding <u>why</u> things were working! It helped me feel good about myself. The praise--it felt great!!!

<u>Clarifying Questions</u> are questions the coach asks because he/she does not understand something that happened during the group sessions or something said during the group sessions (Neubert, 1988). For example, the coach might ask the educator why she thought that re-living family histories might help members of the group. Apparently, the coach is puzzled about the intended purpose of family re-enactment in the group session. The educator responds, "Because students need to understand that the old hang-ups they have with members of their own family are still controlling their current behavior with their classmates." If the educator had not been able to explain the purpose of family re-enactment, this clarifying question might have jolted her unquestioning use of the technique.

Clarifying Questions can also result in learning for the coach. The coach might reflect:

> I realized that there was a lot of truth in what she said. When I am conducting a group session, it might be helpful to point out to group members that much of their likes or dislikes for a person may have little to do with that person and more to do with their hang-ups or past experiences with members of their own family.

Clarifying Questions can also be used by the coach to express, indirectly, reservations about some aspect of the session. For example, the coach might ask, "Why did you suggest to group members that they are all in the same boat?" The coach either did not understand the intended use of this "universality" technique, or she might have had reservations about its use. Clarifying Questions require educators to reflect on <u>why</u> they chose to do something. In answering the question, they must express a rationale for their decision.

In the example above, the educator responded that she believed that the use of the "universality" technique:"...would make group members realize that they were not <u>alone</u> in their struggle to overcome a particular habit." This rationale apparently seemed satisfactory to the coach because she said she might try a similar motivational approach for her upcoming group session. In other instances, however, when educators have not been able to justify their practices satisfactorily, they have come to realize their inappropriateness. The following excerpt from the postobservation conference of two educators who were focusing on interpersonal learning shows how the coach's Clarifying Question can help

the educator rethink a practice:

COACH: How did you feel about your decision to have students tell honestly what they think of each other?

EDUCATOR: Some of them were really confused, weren't they? Now I think that they do not yet feel that they belong to the group nor do they feel accepted by the group.

Clarifying Questions (as well as other types of questions) can also make educators aware of what they actually did in a group session. For example:

COACH: Did you mean to convince students that they should always get things off their chest?

EDUCATOR: I did--didn't I? I did not mean to.

Eliciting Questions are questions the coach asks to prompt the educator to explore alternatives or options (Showers, 1985b). The coach might ask the educator to consider "other methods of guiding the group to take risks and be more sharing" that she could have used in her group session. Eliciting Questions, like Clarifying Questions, are designed to encourage the educator to be an active learner and to reflect on choices. Eliciting questions are particularly useful in coaxing educators to recall group strategies they have learned about during course work but which they have not yet actualized in their practice. Eliciting Questions often begin with leads such as the following:

- Is there another way you might have...?
- Did you learn any strategies in your group dynamics course that might be appropriate for...?

- Is there anything you might have done differently if you were to repeat the group session?
- How else might the students...?

Leading Questions are the coach's suggestions or recommendations for improvement, stated in question form (Joyce & Showers, 1982). Common leads for such questions are:

- Do you think...?
- What would happen if...?
- Could you have...?

The coach might ask the educator, "Do you think the students should first develop skills in getting along with one another rather than just talking about their own families? The coach is really saying, "I don't think all the students were interacting with each other. I think you should have the students learn first how they can relate to one another." The difference in effect between a Leading Question and a peremptory recommendation is noteworthy. The role of the coach is to encourage, not to commend. The educator may respond to a Leading Question actively, reflecting as a decision maker, instead of being forced into a decisive corner. The coach's Leading Questions do not express usurpation of the educator's own control. It happens that in response to the coach's Leading Question about interpersonal contact, the educator does agree with the embedded recommendation. Notice, however, that to the coach's next Leading Questions ("Do you think having the students say what they appreciate about each other in the group would improve group interaction?"), the educator who knows her students better than does the coach, decides: "I think the students should express first what is

bugging them before they can talk about what they appreciate in each other." The educator appropriately maintains control of the reflective decisions for her class (Glatthorn, 1984).

SUMMARY

Peer coaching is a process in which two to four educators work together to assist one another in their professional growth. Using preobservation conferences, classroom observations, postobservation conferences, and non-directive conferencing techniques, they work together to implement newly learned group strategies or to achieve their individual goals for the improvement of experiential education. Peer coaching results in better interaction in the classroom, greater understanding and better application of new group strategies, and the development of an atmosphere of collegiality and professionalism.

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GROUP WORK ASSESSMENT FORM

Directions: Rate the counselor's level of performance by placing an X in the appropriate box in the rating scale. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

****

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
I. Altruism*						
The counselor helped group members:						
1. Put other members' needs ahead of their own needs.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Contribute to accomplishing the assigned tasks of the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Gain self-respect by helping others in the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

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LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
II. Group Cohesiveness						
The counselor helped group members:						
1. Feel that they belong to and are accepted by the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

_____

*Category-Headings such as "Altruism," "Group Cohesiveness," "Universality," etc. are curative factors that foster change and growth through group counseling. See Reading List on p. 25.

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
II. Group Cohesiveness (Continued)						
The counselor helped group members:						
2. Feel understood in the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Make close contact with other members in the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

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LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
III. Universality						
The counselor helped group members:						
1. Learn that they are not the only ones with a particular problem: "We're all in the same boat."	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Realize they are just as well off (or bad off) as others in the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Learn that other group members have thoughts and feelings similar to theirs.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Learn that other group members have parents and backgrounds as unhappy or mixed up as theirs.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
III. Universality (Continued)						
The counselor helped group members:						
5. Learn that they are not very different from other people and, consequently, get that "welcome to the human race" feeling from the group.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

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	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
IV. Interpersonal Learning "Input"						
The counselor helped group members:						
1. Learn about the type of initial impression they make on others.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Learn how they generally come across to others.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Tell honestly what they think of each other.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Point out each other's annoying habits and mannerisms.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
IV. Interpersonal Learning "Input" (Continued)						
The counselor helped group members:						
5. Realize that they sometimes confuse people by not saying what they really think and/or feel.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
V. Interpersonal Learning "Output"						
The counselor helped group members:						
1. Develop skills in getting along with each other.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Feel more trustful of the group as a whole and of one another in particular.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Learn how they relate to each other.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Learn how to approach each other.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Work out their difficulties with one another.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
VI. Guidance						
The counselor helped group members:						
1. Implement or follow up on some of his or her specific advice or suggestions.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Suggest to or advise each other concerning something specific to do.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Give definite suggestions to each other about specific life problems.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Advise each other concerning how to behave differently with the important persons in their lives.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

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LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
VII. Catharsis						
The counselor helped group members:						
1. Learn how to express their feelings.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Get things off their chest.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Express negative and/or positive feelings toward one another.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
VII. Catharsis (Continued)						
The counselor helped group members:						
4. Say what is bothering them instead of holding it in.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
VIII. Identification						
The counselor helped group members:						
1. Try to be like someone else in the group who seems better adjusted than they are.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Benefit from seeing that others can safely reveal something embarrassing. He/she encouraged them to do the same.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Adopt the mannerisms and the style of other group members.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Find someone in the group they could pattern themselves after.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
IX. Family Re-enactment						
The counselor helped group members:						
1. Re-live and understand their lives in the family in which they grew up.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Understand the old hang-ups they still have with members of their family.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Understand how they grew up in their family of origin.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Understand how the group is something like their family of origin and how through group interaction they can understand their past experiences with their family of origin.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: _____

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_____

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
X. Insight						
The counselor helped group members:						
1. Learn that their likes or dislikes for a person may have little to do with that person and more to do with their hang-ups or experiences with other people in their past.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
X. Insight (Continued)						
The counselor helped group members:						
2. Learn why they think and feel the way they do (i.e. learn some of the causes and sources of their problems).	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Discover and accept previously unknown and/or unacceptable parts of themselves.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Learn that they react to some people or situations unrealistically (with feelings that somehow belong to earlier periods in their lives).	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Learn that how they feel and behave today is related to their childhood and development (there are experiences in their early lives that, in part, determine why they are as they are now).	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
XI. Instillation of Hope						
The counselor helped group members:						
1. Gain inspiration by seeing others do better.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
XI. Instillation of Hope (Continued)						
The counselor helped group members:						
2. Know others have solved problems similar to their own.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Gain encouragement by seeing other group members improve in some significant way.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4. Know that the group has helped others with problems like theirs.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

	LEVEL OF PERFORMANCE					
	N/A	Poor	Fair	Satisfactory	Good	Excellent
XII. Existential Factors						
The counselor helped group members:						
1. Recognize that life is, at times, unfair and unjust.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2. Recognize that ultimately there is no escape from some of life's pain and from death.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3. Recognize that no matter how close they get to other people they must still face life alone.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

LEVEL OF PERFORMANCE

	N/A	Poor	Fair	Satisfactory	Good	Excellent
XII. Existential Factors (Continued)						
The counselor helped group members:						
4. Face the basic issues of their life and death, and live their life more honestly and be less caught up in trivialities.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5. Learn that they must take ultimate responsibility for the way they live their lives no matter how much guidance and support they get from others.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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Reading List

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APPENDIX II

WORKSHEETS

1. COACHING COMMENTS WORKSHEET

Part A. Identify each of the following coaching comments as one of the following: Praise, Clarifying Question, Eliciting Question, Leading Question.

1. What other strategies could you have used to get group members inspired by seeing others do better?

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

2. Asking the students to "solve" case studies worked well because it got the students to help each other in the group.

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

3. What do you think would have happened if you had given students examples to show that they are not very different from other people?

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

4. Why did you want group members to learn about the type of impression they make on others?

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

5. Asking group members to advise each other on how to behave differently in class was excellent. I'm sure the students will gain self-respect by helping other members in the group.

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

6. Why did you tell the group members to say what is bothering them instead of holding it in?

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

7. Did you think Robert was trying to be like Raul who seemed better adjusted than the rest of the group?

[ ] PRAISE
[ ] CLARIFYING QUESTION
[ ] ELICITING QUESTION
[ ] LEADING QUESTION

Part B. Rewrite the following coaching comments to make them more effective. Remember to make Praise Comments that tell what and why; formulate all Questions to put ownership of the decision into the hands of the educator.

1. Reminding students that they have ultimate responsibility for their own lives was good for these students.

_____
_____
_____

2. Why did you say, "Life is at times unfair and unjust?"

_____
_____
_____

3. If I were conducting this group, I would have asked them first to work out their difficulties with one another.

_____
_____
_____

4. There was too much psychobabble in the group. Why didn't you ask them to give specific suggestions about specific school problems?

_____
_____
_____

2. PRAISE-CLARIFYING-ELICITING-LEADING COACHING FORM WORKSHEET

Educator _____ Coach _____

Date _____ Class _____

Skill(s) Focus _____

PRAISE COMMENTS: (What went well? Why was it effective?)

CLARIFYING COMMENTS: (What is not clear?)

ELICITING QUESTIONS: (What needs to be explored for change or variety?)

LEADING QUESTIONS: (Questions that imply suggestions).

3. PREOBSERVATION CONFERENCE WORKSHEET

These items are to be discussed by the coaching partners during the preobservation conference.

(Coach writes.)

1. Date and time of planned observation. _____

2. What are the general characteristics of the class? What should the coach(es) know about it as a group?

_____
_____
_____

3. Are any individual students experiencing learning or behavior problems?

_____
_____
_____

4. What are the topics and objectives for the group session to be observed?

_____
_____
_____

5. What previous exposure have students had to this material? Has anything been said to the students in preparation for this group session?

_____
_____
_____

6. What group methods and group activities do you plan to use to accomplish your objectives?

_____
_____
_____

7. About how much time do you plan to devote to each group activity, or what is your pacing strategy?

_____
_____
_____

8. What group exercises will be used? How will they be organized and handled?

9. What will the coach(es) focus on during this observation

10. Which of your behaviors in group do you want the coach(es) to observe?

11. What student behaviors in group do you want observed?

12. How do you plan to assess attitude/behavior change and give students feedback in the group?

13. Do you anticipate any difficulties with any of the planned group activities? If so, how do you plan to deal with them?

14. How is data to be gathered during this observation?

4. POSTOBSERVATION CONFERENCE WORKSHEET (COACH)

These following items are intended to be used as guidelines while conducting the postobservation conference. Not all items will be useful or appropriate for all postobservation conferences. Coaching partners should select items they believe would facilitate discussion during this conference.

Focus of the observation _____

Coach asks educator: (Coach records.)

1. How did you feel about the group session that was observed?

_____
_____
_____

2. Is there a particular part of the group session that you remember going especially well or not going especially well? Describe.

_____
_____
_____

3. Review the data that was gathered. Identify causes of the desirable or undesirable interactions.

_____
_____
_____

4. What successful group strategies would you repeat in future sessions?

_____
_____
_____

5. What alternative group strategies might you use in the future?

_____
_____
_____

5. POSTOBSERVATION CONFERENCE WORKSHEET (EDUCATOR)

The following items are intended to be used as guidelines while conducting the postobservation conference. Not all items will be useful or appropriate for all postobservation conferences. Coaching partners should select items they believe would facilitate discussion during this conference.

Focus of the observation _____

Educator asks coach: (Educator records.)

1. What did you notice about _____?
(Describe a particular group event that occurred during the observation.)

2. What did you notice about how the students responded to the group activity? _____ (Specify a particular activity).
_____
_____
_____

3. What particular group strategies did you think worked well in the session?
_____
_____
_____

4. What group strategies were not successful and how could they have been improved?
_____
_____
_____

5. I felt that _____ didn't work well. Do you have any idea why?
_____
_____
_____

6. How would you have dealt with _____
(Describe a particular incident in the group session.)
_____
_____
_____

7. Can you suggest any alternative group strategies that might be effective in this type of session?
_____
_____
_____

6. MODIFIED NARRATIVE ANECDOTAL (used for recording a temporal sequence of all educator and student group behaviors relevant to the focus of the observation)

COACH _____ EDUCATOR _____ DATE _____

Class period/time _____ Activity _____

_____

Time Behavior Observed

7. FREQUENCY RECORDING (used for recording the number of times a specific group behavior occurs)

COACH _____ EDUCATOR _____ TIME _____

Class period/time _____ Activity _____

Description of group behavior _____

Time/Behavior/Student	Frequencies

8. DURATION RECORDING (used for recording the length of time a particular group behavior is engaged in)

COACH _____ EDUCATOR _____ TIME _____

Class period/time _____ Activity _____

Description of group behavior _____

Behavior	Amount of Time Engaged in Behavior

9. PARTICIPATION CHART (used to record the presence or absence of certain group behaviors when a number of students are being observed simultaneously)

COACH _____ EDUCATOR _____ TIME _____

Class period/time _____ Activity _____

Student